R E P O R T R E S U M E S

ED 018 705 AC 001 935

ADULT EDUCATION IN ASIA, AUSTRALIA, AND NEW ZEALAND. CURRENT INFORMATION SOURCES, NUMBER 13.

SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT

PUB DATE FEB 68

EDRS PRICE MF-$0.25 HC-$1.44 34P.

DESCRIPTORS- *ADULT EDUCATION, *ANNOTATED BIBLIOGRAPHIES, *GEOGRAPHIC REGIONS, RESEARCH, DEVELOPING NATIONS, COMPARATIVE EDUCATION, LITERACY EDUCATION, EDUCATIONAL METHODS, EDUCATIONAL TELEVISION, EDUCATIONAL RADIO, RURAL EXTENSION, HISTORICAL REVIEWS, PROGRAM PLANNING, PROGRAM ADMINISTRATION, UNIVERSITY EXTENSION, EXTENSION AGENTS, VOCATIONAL EDUCATION, TEACHER EDUCATION, TECHNICAL ASSISTANCE, AUDIOVISUAL MEDIA, FINANCIAL POLICY, ASIA, AUSTRALIA, NEW ZEALAND,

THE 45 ABSTRACTS AND ANNOTATIONS IN THIS BIBLIOGRAPHY COVERING THE PERIOD 1963-67 HAVE BEEN ARRANGED BY GEOGRAPHIC LOCATION TO GIVE THE USER CURRENT AWARENESS OF PUBLICATIONS AVAILABLE ON A GIVEN SEGMENT OF THE WORLD, AND TO FACILITATE THE INTERNATIONAL EXCHANGE OF INFORMATION ON ADULT EDUCATION. ITEMS ON INDIA, AUSTRALIA, NEW ZEALAND, NEPAL, AND SINGAPORE PREDOMINATE, BUT OTHER NATIONS IN ASIA AND ELSEWHERE (MAINLY JAPAN, THE PHILIPPINES, HONG KONG, CANADA, CZECHOSLOVAKIA, AND GREAT BRITAIN) ARE ALSO DEALT WITH EITHER IN SEPARATE DOCUMENTS OR WITHIN SURVEYS AND COMPARATIVE STUDIES. LITERACY AND ADULT BASIC EDUCATION, EDUCATIONAL METHODS AND TECHNIQUES (ESPECIALLY DISCUSSION GROUPS AND EDUCATIONAL BROADCASTING), PROGRAM PLANNING, ADMINISTRATION, AND SPONSORSHIP (INCLUDING FINANCIAL POLICY AND PUBLIC AND PRIVATE BODIES), LABOR EDUCATION, UNIVERSITY EXTENSION (INCLUDING RESIDENTIAL EDUCATION), LANGUAGE TEACHING, CROSS CULTURAL CONTACT, TEACHER EDUCATION, VOCATIONAL, INDUSTRIAL, AND MANAGERIAL EDUCATION, RURAL AND NATIONAL DEVELOPMENT (INCLUDING THE ATTITUDES AND PROBLEMS OF INDIAN EXTENSION WORKERS), AND HISTORICAL REVIEWS ARE AMONG THE TOPICS AND CATEGORIES OF MATERIAL REVIEWED. (THE DOCUMENT ALSO LISTS OTHER PUBLICATIONS OF THE ERIC CLEARINGHOUSE ON ADULT EDUCATION, AND MEMBERS OF THE NATIONAL ADVISORY BOARD.) (LY)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED018705

ERIC CLEARINGHOUSE ON ADULT EDUCATION

ADULT EDUCATION IN ASIA, AUSTRALIA AND NEW ZEALAND

Current Information Sources - No. 13

February, 1968

AC001935

ERIC CLEARINGHOUSE ON ADULT EDUCATION

107 RONEY LANE | SYRACUSE, NEW YORK 13210

SPONSORED BY THE LIBRARY OF CONTINUING EDUCATION OF SYRACUSE UNIVERSITY AND THE EDUCATIONAL RESOURCES INFORMATION CENTER OF THE U. S. OFFICE OF EDUCATION

MR. ROGER DECROW, DIRECTOR | MISS DIANA J. IRONSIDE, ASSOCIATE DIRECTOR

The research reported herein was performed pursuant to a contract with the Office of Education of the U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the Project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Adult Education in Asia, Australia and New Zealand, number thirteen in the Current Information Sources, is a set of abstracts processed in recent months by the ERIC Clearinghouse on Adult Education.

These abstracts have been arranged according to geographic locations to give the user current awareness of publications available about that segment of the world, and to facilitate the international exchange of information on adult education. Some of these abstracts will also appear in other ERIC/AE publications under different rubrics, such as methods, processes, etc.

We hope that the usefulness of this publication will prompt more users to send us copies of their studies and other important reference information to improve our services.

February, 1968

CIS-13

NOTE ON THE AVAILABILITY OF DOCUMENTS

Many documents with an EDRS number (e.g. ED 010 246) are obtainable from the ERIC DOCUMENT REPRODUCTION SERVICE (EDRS), The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. For example, "EDRS Price MF-$0.50 HC-$3.52" indicates that the relevant document may be obtained from EDRS in microfiche (MF) for 50 cents, or for $3.52 in printed out hard copy (HC).

A microfiche is a sheet of 4" x 6" film containing microimages of the pages of the document--as many as sixty pages of document per fiche--and costs just 25 cents from EDRS. (To compute the cost of microfiche announced prior to January 1, 1968, use the following scale: each multiple of 9 cents must be changed to 25 cents. For example, 9 cents becomes 25 cents, 18 cents becomes 50 cents, 27 cents becomes 75 cents, etc.) In order to read microfiche one must have access to a microfiche reader. "Hard copy" prints consist of black and white 6" x 8" pages, bound in soft covers and available at 4 cents per page.

Payment to EDRS must accompany orders totaling less than $5. Add a special handling charge of 50 cents to orders totaling less than $3. Add your applicable local state sales tax or submit tax exemption certificate.

Orders from EDRS must designate documents by the "ED" code number appearing at the upper left hand corner of the citation.

All other documents must be obtained from the indicated original source. If it is impossible to obtain a document from the originating source, help may be requested from the ERIC Clearinghouse on Adult Education.

Abstracts of reports and other documents from the 18 ERIC Clearinghouses appear in Research in Education, a monthly publication of the Office of Education, U.S. Department of Health, Education, and Welfare, Government Printing Office, Washington, D.C. 20402. Domestic, $11.00 a year; Foreign, $2.75 additional.

AC 000 048 I ADULT EDUCATION. (UNESCO International directories of education, 4). (Text in English and French). UNESCO, Paris (France). 66 156p.

TERMS: *directories, *adult education, *international organizations, *federal government, *voluntary agencies, French language,

ABSTRACT: The purpose of this directory is to facilitate the international exchange of information on adult education and to stimulate closer cooperation between the various centers and organizations concerned. The contents consist of an international chapter, covering the more important non-governmental organizations, and 86 national entries arranged alphabetically which list official, semi-official, and private bodies concerned with adult education. The text is in French and English. (pg)

SECONDARY TERMS:

AC 000 976 I DIRECTORY OF FAR EAST TECHNICAL ASSISTANCE PROGRAMS OF U.S. NONPROFIT ORGANIZATIONS, INCLUDING AGENCIES, MISSIONS, AND FOUNDATIONS. Burgess, Mary E. Technical Assistance Information Clearinghouse, New York. 66 218p.

TERMS: *directories, *technical assistance, *developing nations, *adult programs, *organizations (groups), literacy education,

ABSTRACT: Part I of this program guide lists technical assistance agencies and other organizations for the Far East, together with addresses, telephone numbers, executive officers, program directors, countries served, and estimated expenditures. Part II gives program data (organizations, operating and support programs, addresses, regional representatives, types of assistance) for 16 countries. The summary index (Part III) lists project categories for individual nations and for the region as a whole. Of particular interest are the assistance programs in literacy and adult basic education, agricultural education, rural development, community development, urban and rural extension, family planning, home economics education, youth work, economics and business administration, medicine, leadership training, language and citizenship training, social action education, vocational education, graduate education and research in development administration, teacher education, and preparation of educational broadcasters. (ly)

SECONDARY TERMS: adult basic education, teacher education, language instruction, leadership training, citizenship education, management education, economics, home economics education, family planning, rural development, urban development, agricultural education, community development, vocational education, educational broadcasters, youth programs, medicine, financial support, Asia, Far East,

AC 000 959 I RADIO AND TELEVISION IN THE SERVICE OF EDUCATION AND DEVELOPMENT IN ASIA (Reports and papers on mass communication, 49). UNESCO, Paris (France). 67 60p.

TERMS: *educational radio, *educational television, *broadcast media, *educational needs, *developing nations, broadcast industry,

ABSTRACT: Educational broadcasting in Asia not only serves the pressing needs of primary, secondary, and higher education, but also provides for popularization of knowledge, literacy education, civic education, training and guidance of educators, rural and urban youth programs, and vocational guidance and education. A particular need is seen for national and regional training in techniques of educational broadcasting, organization and planning of programs, and program utilization by adult education leaders and other teachers. In addition to basic training at the national level, a regional institute should be created to provide advanced broadcasting courses and seminars, with emphasis on contributing to education and social development in Asia. Other major needs and recommendations concern preservice and inservice teacher training, broadening of the outlook and skills of women, improved transmission facilities, audience research, and information and program exchange among Asian nations. Document includes an appendix, review of national broadcasting structures, national statistics on radio and television receivers and on provision of adult education and school broadcasts, and a survey of recent and proposed developments in each country. (author/ly)

SECONDARY TERMS: education, adult education, interagency cooperation, teacher education, adult teaching, womens education, regional cooperation, rural development, urban extension, literacy education, surveys, vocational education, Asia,

AC 001 239 C AN ASIAN MODEL OF EDUCATIONAL DEVELOPMENT, PERSPECTIVES FOR 1965-1980. UNESCO, Paris. 66 126p.

TERMS: *educational planning, *developmental programs, *vocational education, *statistical data, *socioeconomic background, Asia,

ABSTRACT: Educational needs and prospects in Asia are described in text and tables against the demographic, economic, and social background of the area.

AC 001 116 C ANNUAL REPORT FOR THE FISCAL YEAR ENDED SEPTEMBER 30, 1966.
Carnegie Corporation of New York. 66 118p.
TERMS: *annual reports, *foundations, Carnegie Corporation,

ABSTRACT: The financial responsibility of the federal government for the nongovernmental organizations on whose services it depends is discussed. The activities of the Carnegie Corporation in areas of human rights, education, government, and international affairs are reviewed. The Secretary's Report (appropriations and payments and grants for travel) and the Treasurer's Report (financial statements) are included. (aj)

AC 000 822 I UNIVERSITIES AND ADULT EDUCATION IN SOUTHEAST ASIA (Report on the Leverhulme conference on extra-mural studies, Hong Kong, Oct 26-31, 1964). Hughes, Ieuan, ed. * Tso, Priscilla, ed. Hong Kong. Univ. Dept. of Extra-Mural Studies. OCT 64 132p.
TERMS: *university extension, *higher adult education, *educational objectives, educational needs, adult educators, home economics

ABSTRACT: These conference papers deal mainly with the proper extramural role of universities in Southeast Asia, the extensive adult education program at the University of Hong Kong, extramural education for Philippine women (programs of study and a suggested homemaking curriculum), the philosophy and functions of the University of the Philippines External Studies Program and the contributions of its Labor Education Center to effective trade union education, principles of extramural service to business and industry, impacts of rapid urbanization in Hong Kong, national and international organizations and channels of assistance, and recommendations on program planning and administration of new extramural departments. A UNESCO report ("The Role of Universities in Adult Education") containing guidelines on the nature, mission, educational functions (including preparation of community leaders and adult educators), and organization of extramural programs, is discussed, and the need for a regional Institute for Adult education based in Hong Kong and entrusted with training, research, and clearinghouse functions, is urged. Document includes the conference agenda, the report on a followup tour, list of officers, and list of participants (with photo). (ly)
SECONDARY TERMS: education, labor education, program planning, administration, community development, vocational education, womens education, management development, urban extension, program development, professional training, Hong Kong, Philippines, Philippine Womens Univ., Univ. of Hong Kong, Univ. of the Philippines, Southeast Asia,

AC 000 508 I TIE TEACHING PROFESSION AND WORLD LITERACY (Proceedings of 5th International WCOTP Conference on Adult Education, Addis Ababa, Ethiopia, Aug 8-9, 1965). World Confederation of Organizations of the Teaching Profession. AUG 65 55p.

TERMS: *adult education, *literacy education, *adult teaching, educational needs, teacher participation, surveys,

ABSTRACT: Proceedings of the main conference of the World Confederation of Organizations of the Teaching Profession include opening speeches, a keynote address by the Director-coordinat of Adult Education and Youth Activities for UNESCO, a descriptive and historical outline of adult education in Ethiopia by the director of extension work at Haile Selassie University, and comments by delegates representing Kenya, Uganda, Sudan, Jamaica, Pakistan, Tanzania, the United States, Canada, and UNESCO. This report also includes a special preconference WCOTP assembly (August 6, 1965) featuring addresses on the roles of the WCOTP and UNESCO in promoting literacy, together with a summary of studies conducted in Kenya and Thailand on the practicality of involving the teaching profession in literacy education. Appendixes contain a roster of participants, the 1964-65 report of the Secretary of the Adult Education Committee, and a communication regarding the Teheran World Congress of Ministers of Education on the Eradication of Illiteracy (September 8-19, 1965). (author/ly)

SECONDARY TERMS: professional training, illiterate adults, professional associations, Kenya, Thailand, Ethiopia, UNESCO, WCOTP,

AC 000 093 E
ED 011 988 SCHOOL-TEACHERS AND THE EDUCATION OF ADULTS (Manuals on adult and youth education, 5). Hely, Arnold S. M. UNESCO, Paris (France). 66 EDRS PRICE MF-$0.09 HC-$2.00 50p.

TERMS: *literacy education, *teacher education, *teacher role, *national programs, teacher employment, volunteers,

ABSTRACT: Experiences of Jordan, Thailand, Viet-Nam, Ecuador, United Arab Republic, Philippines, Madagascar, Italy, Venezuela, Peru, India, Ghana, and Colombia in their recent experiments in training and employment of school teachers for adult literacy work and community education are analyzed to illustrate the effectiveness of their procedures. Generally 2 methods were used, both pointing to the need for increased numbers of literacy and adult education specialists -- (1) using existing teachers and other experts on a voluntary, part-time basis, and (2) training special adult educators or literacy experts who constitute a special section of the teaching profession. While persons trained in the teaching of adults are needed, the role of the school teacher should not be underestimated for he has the educational background and training, an access to parents through his contact with children, and is aware of community needs and eager to solve the educational, economic, human, and social problems in his environment. (aj)

SECONDARY TERMS: educational planning, developing nations,

AC 000 145 E
ED 012 404

ASSESSMENT OF INTERCULTURAL EXPERIENCE OF ASIAN VISITORS TO THE UNITED STATES OF AMERICA, Alexandria, Va., May 10-13, 1966 (NTL. Applications of human relations laboratory training, 4). Mill, Cyril R. * Clee, Jan E. National Education Association. National Training Laboratories United States. State Dept. Bureau of Cultural Affairs, sponsor. JUN 66 EDRS PRICE MF-$0.09 HC-$0.92 23p.

TERMS: *evaluation techniques, *evaluation, *laboratory training, *culture contact, administrative personnel, feedback, T groups,

ABSTRACT: The Bureau of Cultural Affairs of the State Department has been obtaining an evaluation of the experience of foreign visitors to this country through personal interviews, questionnaires, and group interviews. This project experimented with the laboratory method in the belief that information of great richness could be retrieved. The participants were nine English-speaking Asians, officials in colleges in India and Nepal. The design of the 3-day residential program included an evening of handling anxieties, a day of T group experience, a review of the taped record of this experience, and a brainstorming session where elements of their visit were itemized and categorized. These comments were then taped. Categories included--preparation for the seminar, selection of participants, travel arrangements, academic program, visits to schools, colleges, homes, and so forth. The group discussed items which probably would not have been forthcoming through other evaluation techniques. The openness and richness of comments speak well for using laboratory training as a means of retrieving this kind of information. (eb)

SECONDARY TERMS: federal programs, student evaluation, student experience, educational experience, emotional experience, field trips, universities, orientation, developing nations, India, Nepal, State Department,

---

AC 001 015JI

EDUCATIONAL INSTITUTIONS AND ADULT LITERACY (Seminar report and papers, Asian-South Pacific seminar on the role of educational institutions in the promotion of adult literacy, New Delhi, India, Oct 24-27,1966) (IN ASPBAE journal, 1(2)/1-51, Nov 66). Asian-South Pacific Bureau of Adult Education, New Delhi (India). NOV 66 53p.

TERMS: *adult basic education, *educational responsibility, *literacy education, *program development, illiterate adults,

ABSTRACT: Special reports and essays on the role of educational institutions and voluntary agencies in adult literacy work deal with such issues as training functions, program planning, research and program evaluation, publicity, publications, finance and administration, and personnel. One essay views the role of the university in terms of providing basic and applied research, providing background expertise, and preparing the trainers of literacy workers. Another essay, which discusses the values and limitations of public school literacy and basic education in the light of Philippine experiences, presents the community schools as sources of literacy education and broadly based community development, outlines the elements of fundamental education, and surveys the folk schools and other continuing education activities. A third essay discusses the special advantages (mainly flexibility, creativity, close contact with the people and their needs, and effectiveness in converting broad plans and aims into useful action) of voluntary groups. Finally, the Deputy Chief of the UNESCO Mission in India urges greater integration of adult education and literacy programs into the dynamics of society, and cites needs in program planning and evaluation, mass media use, and documentation. (author/ly)

SECONDARY TERMS: organizations (groups), universities, voluntary agencies, community development, teacher education, folk schools, mass media, educational methods, curriculum, urban extension, university extension, adult teaching, public school adult education, Philippines, India, Southeast Asia,

AC 001 651 E ADULT EDUCATION IN NEPAL. Hely, A.S.M. Nepal. National Commission for Unesco. NC-21/66 DEC 66 EDRS PRICE MF-$0.25 HC-$1.84 46p.

TERMS: *adult education, *national surveys, *developing nations, *educational needs, *literacy education, national programs,

ABSTRACT: In this report on adult education in Nepal, the geographic, ethnic, economic, educational, and political factors affecting social, educational, and economic development are discussed. The extent of progress in national education (including literacy campaigns) since 1951 provides background for a description of the administrative organization and integration of adult education and a discussion of priorities between adult and child education, proposed national and UNESCO-aided literacy projects, and extension of literacy and community education to needy isolated areas. The importance of leadership training and of continuing education centers for literate adults, the value of using existing instructional resources and personnel from all levels of the educational system to serve adults, and the need to strengthen the Adult Education Section of the Ministry of Education are set forth. Also considered is the vital role of local and national Panchayat democracy in the unification and development of Nepal. Specific recommendations are made on university extension, teacher training, and related topics. (ly)

SECONDARY TERMS: literacy, adult basic education, educational policy, public schools, primary education, government role, educational resources, administrative organization, socioeconomic influences, functional illiteracy, environmental influences, rural areas, leadership training, continuing education centers, community education, higher education, Nepal, UNESCO,

---

AC 000 134JC THE SINGAPORE WORKERS' EDUCATION ASSOCIATION, 1950-1960 (IN Malaysian journal of education, 2(1)/86-98, Jun 1965). Conceicao, J. F. * Hons, B. A. Jun65 15p.

TERMS; *class activities, adult education, Workers' Education Association, Singapore, labor education, historical review,

ABSTRACT: This describes the role and activities of the Singapore Workers' Education Association in adult education since its foundation in 1950. (sm)

AC 000 133JC THE BEGINNINGS OF EXTRA-MURAL STUDIES IN THE UNIVERSITY OF SINGAPORE (IN Malaysian journal of education, 2(1)1-8, Jun 1965). Baker, M. Jun 65 10p.

TERMS: *university extension, *historical review, *administration, Singapore,

ABSTRACT: This is the background history between the periods of the Asquith Commission in 1945 which made the first definite recommendation for extension education and the establishment of the Extra-mural Studies Department in the University of Singapore in 1964. (sm)

AC 000 443 C EDUCATIONAL INSTITUTIONS IN SINGAPORE. Yip Weng Kee, ed. Vocat. Guidance Steering Comm., Singapore. Aug66 137p.

TERMS *vocational education, *adult education programs, *higher education, *guides, Singapore

ABSTRACT This handbook on the major institutions of vocational and academic higher education in Singapore includes the organizational structure, programs, and course offerings of the Lembaga Gerakam Palajaran Dewasa (adult Education Board). (ly)

AC 000 529 C INDUSTRIAL TRAINING IN JAPAN. (IN Industrial training international, 2(3)/90-94, Mar 1967). Thurley, Keith. Mar 67 7p.

TERMS: *industrial training, *management development, *vocational education, *supervisory training, job training, statistical data, apprenticeships, Japan,

ABSTRACT: The amount and type of industrial education in Japan is seen as a vital factor in Japan's economic success.

AC 000 533 E ADULT EDUCATION AND TELEVISION, A COMPARATIVE STUDY IN CANADA, CZECHOSLOVAKIA,
ED 011 993 AND JAPAN. Groombridge, Brian, ed. National Institute of Adult Education, London (England). UNESCO, Paris (France). SEP 66 EDRS PRICE MF-$0.27 HC-$5.68 142p.

TERMS: *educational television, *comparative analysis, *adult education, *program development, telecourses, surveys, production techniques,

ABSTRACT: Studies on the educational uses and potential of television in Canada, Czechoslovakia, and Japan outline and discuss (1) the social and educational context of ETV in each nation, (2) kinds of programs and their purposes, (3) exploitation of ETV by adults, (4) research on audience characteristics and needs, and (5) forms of cooperation between television broadcasters and adult education. The Canadian report stresses (1) cooperation with universities, educators, and adult education organizations, (2) CBC objectives (e.g., greater understanding between French and English Canadians), (3) program production and scheduling, (4) staff training, (5) the impact of television on the Farm Forum and Citizens Forum series, and (6) research and planning needs. The Czechoslovakia report emphasizes (1) investigation of audience viewing patterns and reactions, (2) effective planning and production and scheduling, and (3) cooperation with other educational bodies in advisory, creative, and staff training activities. The Japanese report seeks to relate adult education and television to social needs through formal and informal courses (correspondence and women's education, etc.), general cultural and informational broadcasting, suitable production methods, and specific leadership training techniques. Case studies on the CBC series "Four Philosophers" (Canada), health education (Czechoslovakia), and women's classes (Japan) are given. Document includes editor's commentary, 4 tables, and 71 references. (National Institute of Adult Education, $4.50) (ly)

(over)

AC 000 863*I PROPOSED PACO ADULT EDUCATION PROGRAM FOR FARMERS OF WESTERN VISAYAS OF THE PHILIPPINES (M.S. thesis). Ortigas, Teopisto S. Indiana Univ., Bloomington. MAY 67 92p.

TERMS: *rural extension, *farmers, *educational needs, *program evaluation, adult education programs, rural areas, investigation,

ABSTRACT: In the hope that a program of adult education will be implemented to bring remedial education to the farmers of the Western Visayas of the Philippines, the objectives, curriculum, administration, accomplishments, and shortcomings of the present Philippine Adult Education program were reviewed and program proposals are presented in outline form. Recommendations for each provincial program are -- 1) There should be an investigation of the problems and needs of farmers in the community to be served, 2) Participating groups should be encouraged to voice their needs, 3) A follow-through is required to produce effective results after the program is conducted, PACO field men and other government personnel should carry this out, 4) Field evaluation of progress should be conducted regularly. Concepts, tools, and methods of adult education are discussed. (author/aj)

SECONDARY TERMS: program improvement, masters theses, Philippines,

AC 000 403 C EDUCATING THE EDUCATED (Speech before the extra-mural assembly, Hong Kong, Aug 31, 1966). Lai, T. C. Chinese Univ. of Hong Kong, Kowloon. Dept. of Extramural Studies. 66 10p.

TERMS: *adult education programs, *liberal arts, comparative education.

ABSTRACT: This is a brief discussion of the importance of adult education, particularly in the liberal arts, including a comparison of British and American programs and methods. (aj)

AC 00 247C CAMP CONFERENCE ON ADULT EDUCATION, MOUNT ABU, RAJASTHAN, Apr 7-11,1965--Report. Rajasthan. Univ., Jaipur (India) Indian Adult Education Assoc.,New Delhi (India) 65 68p. photos.
TERMS: *adult education, India,

ABSTRACT: Papers and discussions summarized are the concept and philosophy of adult education; literacy (research on literacy in socio-economic development, funcational adult literacy and teacher training, and Gram Shikshan Mohim--campaign for eradication of illiteracy in Maharashtra State); communications (audiovisual aids, libraries, and conferences); liberal education for adults; civic participation; training in rural leadership; vocational and professional continuing education; women's education; and government, university, and voluntary agency role in adult education. There are lists of conference participants, staff, and resolutions of the conference. (aj)

AC 001 450 E ADULT EDUCATION IN INDIA. Styler, W.E. 66 DOCUMENT NOT AVAILABLE FROM EDRS 118p.
TERMS: *adult basic education, *labor education, *developing nations, *university extension, *literacy education, community development,

ABSTRACT: Against a background of mass illiteracy, poor pay and status of teachers, and an alien education pattern, the state governments of India have provided social education for citizenship as well as literacy. Individual and group methods have been used, vidyapeeths (residential colleges) and educational centers have been set up, and All India Radio used in rural areas. Because of overwhelming illiteracy and its connection with community development and the panchayats, which have not been successful, social education has not achieved as hoped. Thinking is turning to concentrating on the 15-30 age group and setting up voluntary village colleges with government support. Since 1958, the Central Board of Workers Education has provided successful courses for workers run by professional education officers and worker teachers and concerned also with literacy. Since 1964, the Universities of Mysore, Poona, and Rajasthan have created departments of adult education, providing lecture series and setting up educational centers in smaller communities. Delhi has started a correspondence course. The Indian Association for Adult Education, a voluntary organization, should become a quasi-government agency to develop a structured system. (This document is available from the Oxford University Press, Oxford, England) (rt)
SECONDARY TERMS: universities, financial problems, social change, illiterate adults, citizenship, age groups, leadership training, voluntary agencies, correspondence courses, teacher evaluation, residential centers, continuing education centers, educational coordination, India, Mysore, Poona, Rajasthan,

AC 000 190 C ADULT EDUCATION (SPECIAL ISSUE OF NAYA SHITSHAK, 8(2) Oct. 1965) Dept. of Education, Bikaner (Rajasthan, India. Oct 65 170p.

TERMS: *adult education, Literacy education, bibliographies, *India, community development, universities, women's education, correspondence study, professional continuing education,

ABSTRACT: Major sections are general education of the adult, literacy programmes and problems and notes, reports, and bibliography.

AC 000 166 C TRADE UNIONS AND WORKERS' EDUCATION (Report of a workshop held at the Shafique Memorial, Apr 24-28, 1963). Indian Adult Education Association, New Delhi. 63 40p.

TERMS: *developing nations, *labor education, *labor unions, India, United States,

ABSTRACT: Sections include-- "The director's report," "The human factor in economic growth", "Social objectives of trade unions," and "Workers' education and trade unions in the United States."

AC 000 338 C EDUCATIONAL INSTITUTIONS IN THE PROCESS OF ECONOMIC AND NATIONAL DEVELOPMENT (Univ. of Illinois Bulletin, reprint series, 166) (In Journal of Asian and African studies 1(2)/129-146). Gusfield, Joseph R. Ill. Univ., Urbana. Institute of Labor and Industrial Relations. 166 66 17p.

TERMS: *developing nations, *economic progress, *educational needs, *social structure, India,

ABSTRACT: Brief analysis of education in India emphasizes the duality of pressures for change from elites, concerned with economic development and solidarity, and from would-be students, concerned with economic and status mobility and maintenance. (aj)

AC 000 263 C UNIVERSITY ADULT EDUCATION. REPORT OF A CONFERENCE. (Bjopal, India, July 1965). Rajasthan University. Jaipur, Rajastan (India). Indian Adult Education Association. New Delhi (india). 65 80p.

TERMS: *higher education, *university extension, *professional continuing education, evening colleges, correspondence courses, educational needs, *agricultural education, India,

ABSTRACT: The responsibilities of universities for the education of adults are examined in the context of a four-fold scheme of education- academic education, occupational education, education for social responsibility and liberal education.

AC 001 017 I LIQUIDATION OF ILLITERACY (Report of the national seminar held at Poona, Nov, 7-10, 1965). India. Government. 67 59p.
TERMS: *adult education, *literacy programs, *educational planning, India, Fourth Five Year Plan,

ABSTRACT: This is the report of the National Seminar which was organized by the Planning Commission of the Government of India in Poona in November, 1965 in collaboration with the Maharashtra Government. Within the sector of education, it is adult education and adult literacy that has the most important role to play in promoting social growth and economic development of the general masses of India. It is necessary for India to adopt unorthodox methods of wiping out illiteracy to catch up with the developing changes in the world. One of the campaign movements is the Gram Shikshan Mohin of Maharashtra. The National Seminar was held to provide an opportunity to administrators and workers in the field of adult education to discuss the above movement and some others. They discussed such problems as pre-literacy and literacy program--campaign approach, post-literacy program--libraries and book production and reading material, and organization and administration. (sm)

AC 000 029E ED 010 863 AN EXPLORATORY EDUCATIONAL SURVEY OF THE PANCHAYATI RAJ (DEVELOPMENT) OFFICERS IN THE STATE OF RAJASTHAN. Draper, James A. * Shrivastava, O.P. Rajasthan. Univ.,Jaipur (India). Dept. of Adult Education. JUL 65 EDRS PRICE MF-$0.18 HC-$3.20 80p. illus.
TERMS: *professional training, *extension agents, *university extension, *personnel data, *work attitudes, surveys, extension education,

ABSTRACT: This report summarizes questionnaire data on personal characteristics (age range, marital and family status), service and training (including educational aspirations), living and working conditions and suggestions for improving continuing education, reported by 65 Panchayati Raj (block development) officers, 55 cooperative extension officers, 102 education officers, 62 agricultural extension agents, with opinions on Panchayati Raj from 7 of the 26 State of Rajasthan district collectors. The findings indicate a need to provide more effective learning situations for extension personnel, collect and analyze socioeconomic data on participants, improve living conditions of extension officers, and broaden the curriculum beyond immediate vocational needs. The document includes 59 tables. (ly)
SECONDARY TERMS: agricultural extension, developing nations, educational needs, inservice training, Rajasthan, India,

AC 001 387 I LIBERAL EDUCATION AND THE VILLAGERS OF MYSORE (IN Hemisphere 10(11)/2-7, Nov. 1966) Shaw, John H. Nov 66 6p.

TERMS: *vocational education, *leadership training, *extension education, *residential programs, *agricultural education, residential centers, vocational agriculture, vocational training, rural schools, rural education, recruitment, adult education programs, literacy education, rural areas, general education, India,

ABSTRACT: The Vidyapeeths ("seats of learning")-- a series of eight residential colleges for rural youths-- have been established in southern India under the aegis of the Mysore State Adult Education Council. Originated in the 1940's to raise the levels of adult literacy, they have developed into residential colleges based on a combination of the Gurukula-Ashrama (an ancient Indian scheme of educating youths secluded in a forest with a teacher) and the Danish Folk High School movement. Leadership training is an essential part of the Vidyapeeth aims, along with agricultural, social, civic, and cultural education. Three of the eight Vidyapeeths have established their own co-operatives, with similar cooperatives planned for the remainder. Two tables of statistical data are included. (sg)

AC 000 445 C DIFFUSION OF INNOVATIONS IN RURAL SOCIETIES IN INDIA (Revised operational plan). Roy, Prodipto * and others. Michigan State Univ., East Lansing. Dept. of Communications. National Inst. of Community Development, Rajendranagar (India). 15 Apr 66 23p.

TERMS: *adoption (ideas), *research methodology, *research proposals, *rural areas, India,

ABSTRACT: Research project, which is part of a 3 nation study (India, Nigeria, and Brazil) allowing for a cross-country comparison of a set of core variables, is concentrating in India on adoption of innovations in the areas of family planning, agricultural and health education. (eb)

AC 001 016 I ADULT EDUCATION AND ECONOMIC DEVELOPMENT (Report of the 14th National Seminar, Indian Adult Education Association, New Delhi, Aug 21-24, 1966). Indian Adult Education Association, New Delhi. NOV 66 47p.

TERMS: *adult education, *economic progress, *manpower development, *socioeconomic influences, educational objectives, motivation,

ABSTRACT: This seminar report features a working paper built around broad discussion topics (objectives of economic development, the Indian economic structure, psychological and social influences, etc.), short papers dealing with elements of educational planning and with problems in manpower development, the Director's address on the need for literacy education. Document includes messages from Indian dignitaries and the roster of seminar participants. (ly)

SECONDARY TERMS: educational needs, curriculum, educational methods, literacy education, India,

AC 001 010JC ADULT EDUCATION AND THE AUSTRALIAN UNIVERSITIES (IN Adult education, 11(3)/13-21, Mar 1967). Crowley, Desmond. Mar 67 11p.

TERMS: *adult education, *higher adult education, *university extension, Australia,

ABSTRACT: This article is a comment on Mr. Colin Badger's article which appeared in Adult education, 11(2)Dec 1966. (SEE AC 000 046JE).

AC 000 826JC A SCHEME FOR MEASUREMENT OF SUCCESS OF LITERACY PROJECTS (In Indian journal of adult education 28(3), Mar 1967). Srivastava, B.B. India. Indian Adult Education Association, New Delhi. MAR 67 7p.

TERMS: *literacy education, *evaluation criteria, *educational objectives, *time factors (learning), *attendance, costs, dropout rate, literacy classes, India,

ABSTRACT: Four criteria are proposed to be used as bases for measurement of success of Indian literacy projects. (1) Progress toward attaining the goal of functional literacy which can be measured quantitatively by number of school years completed and vocabulary improvement. A common, standardized, graded test for functional literacy in each Indian language should be developed. (2) Time and (3) costs of literacy programs, and (4) the popularity of the programs as measured by attendance and dropout rates are other dimensions of the problem. (aj)

AC 001 410JI ADULT EDUCATION AND THE AUSTRALIAN UNIVERSITIES COMMISSION (In Special issue of THE AUSTRALIAN HIGHWAY, 47(2)/8-13, Aug 1967). Workers' Educational Association of NSW, Sydney (Australia). Aug 67 6p.

TERMS: *university extension, *adult education programs, *financial policy, *federal aid, *administrative change, general education, evening colleges, voluntary

ABSTRACT: As a result of the Australian Universities Commission's (AUC) report announcing termination of financial support in 1969 for university adult education programs, the Workers' Educational Association (WEA) issued this statement in criticism. The WEA has not aimed to be a sole provider of adult education; rather it has acted in support of programs of the University of Syndey and encouraged programs by other agencies in vocational training, creative use of leisure, and art education. The WEA has supplied such activities as conferences, symposiums, and non-residential and residential schools. Since World War II, many voluntary agencies have entered the field--the Arts Council, The World Education Fellowship, and the Public Library, and expansion and diversification of adult education has been unprecedented. The AUC proposes ending this structure and basing adult education on colleges of advanced education or administration by a state agency. The AUC proposal would not save money since courses would still be paid for by government and student fees. No single state agency could sustain all the diversified programs which are now carried on vigorously by many agencies. (pt)

SECONDARY TERMS: agencies, continuing education centers, educational quality, educational policy, supplementary education, state agencies, interagency cooperation, state programs, Australia, Workers Education Association,

AC 001 391 I (SEE AC 000 743 C) THE MARTIN REPORT AND LIBERAL STUDIES, AND SEVERAL RELATED PAPERS, WITH DISCUSSION (Title supplied) (IN Australian Association of Adult Education Proceedings, sixth annual conference, Canberra, Aug 28-Sep 1,1966/24-112). Encel, S. * and others. 66 83p.

TERMS: *liberal arts, *educational needs, *program descriptions, *educational policy, secondary schools, universities, administration, course organization, organizations (groups), New South Wales, University of New South Wales, Macquarie University, Australia, Great Britain, United States, general education, adult education,

ABSTRACT: Conference papers by Encel, Yelland, Wood, Mitchell, Raybould, and the Crowley Report (Australia), survey Australian secondary school liberal studies programs, discuss and illustrate with specific programs in Great Britain and the United States the role of liberal studies in technical curricula, describe the flexible Macquarie University approach to liberal studies, and relate needs and purposes of liberal adult education to the universities and to the overall Australian educational scene. A special group report evaluates the relevance of liberal studies at the secondary and tertiary levels to adult education. Document includes discussion on individual papers, foldouts (summary of liberal studies programs in the United Kingdom), and references. (ly)

AC 000 590 C ADULT EDUCATION CONFERENCE, 1965. Australia. Education Dept. of South Australia. 65 127p.

TERMS: *administration, *adult education, *program development, Australia,

ABSTRACT: A report on the 1965 Adult Education Conference in Australia, including all the addresses given at the conference. Topics discussed were the administration and supervision of adult education activities, community needs and educational needs of the adult participant, new courses and activities that could be developed, teaching techniques, administration of urban and rural adult education centers, program curriculum, program development, problems, and recommendations. (pg)

AC 001 302 C (SEE AC 000 743 C) PROBLEMS AND PROPOSALS RELATING TO DISCUSSION GROUPS, AND SPECIFIC APPROACHES (THE CAE SCHEME AND THE UNIVERSITY OF SYDNEY TYPE) (Title supplied) (IN PROCEEDINGS, ANNUAL CONFERENCE OF AUSTRALIAN ASSOCIATION OF ADULT EDUCATION 6th, Canberra, Aug 28-Sep 1, 1966),

TERMS· *discussion groups, *educational methods, *educational planning, *programs, *Australia,

ABSTRACT· Four papers are included in this section--discussion group schemes and their operation in Tasmania: discussion groups, problems and proposals: discussion group schemes, The C.A.E. Scheme· and discussion groups, University of Sydney type. The Syndicate agreed that greater emphasis should be placed on discussion and group learning, that there should be a full interchange of ideas and material between those directly responsible for discussion groups, that some feedback from groups is essential, and that joint training opportunities for educators in group learning and leadership would be both useful and fruitful. (aj)

AC 000 743 C AUSTRALIAN ASSOCIATION OF ADULT EDUCATION, PROCEEDINGS OF ANNUAL CONFERENCE „6th, Canberra, Aug 28-Sep 1, 1966). Australian Nat. Univ., Canberra, Australia, Dept. of Adult Educ.
66 227p.

TERMS· *liberal arts, *university extension, *discussion groups, *rural extension, *Australia,

ABSTRACT· Papers given at the conference and discussion of them are included in these proceedings. General topics are liberal adult education, discussion groups, program organization in rural areas, adult education in Papua, New Guinea, and developing cultural activities in adult education centers. (aj)

AC 000 223 C ADULT EDUCATION SERVICES IN SOUTH AUSTRALIA (Report prepared for 19th annual conference of the Australian Council of State School Organizations, Canberra, Oct 1965). South Australia. Public School Committees Association, Adelaide. 65 12p. fs .

TERMS: *adult education, *conferences, Australia, South Australia,

ABSTRACT: The Education Department has recently become responsible for adult education in South Australia, including the South Australian School of Mines and Industry. This decentralization has made general adult education courses available to more adults. Document includes reports on adult education services provided by the State Department of Education, the University of Adelaide, and the South Australian Workers' Association. (aj)

AC 000 675 C DIRECTORY OF AUSTRALIAN ADULT EDUCATION. Australian Association of Adult Education 65 41p.

TERMS: *adult education, *directories, *organizations (groups), Australia,

ABSTRACT: Officers, publications, adult education centers, and regional organizers of adult education organizations in Australia are listed. The directory supplements "The handbook of Australian adult education" published in 1964. (aj)

AC 000 543MI THE FOUNDATION OF UNIVERSITY ADULT EDUCATION IN AUSTRALIA, 1886-1916 (B.A. honours thesis). Williams, E. Adelaide. Univ., (South Australia). 66 291p.

TERMS: *adult education, *university extension, historical reviews, correspondence study, Workers' Education Association, Australia,

ABSTRACT: The Australian university extension movement was responsible for adult education in Australia between 1886 and 1916. After 1913 the Workers' Education Association, a joint university-working class partnership that reflected the educational revival in England, grew in importance and eventually replaced the extension movement as the machinery of adult education. This thesis examines the history and work of the extension movement in urban areas and in the Bush, emphasizing New South Wales, Victoria, and South Australia, and suggests that the movement was stagnant by 1913. The WEA coincided with the needs of the universities themselves and harmonized with the social and political trends of the time and so successfully challenged it. Appendixes describe the Australasian Home Reading Union (1892), and list extension courses offered and enrollment figures. There are tables, figures, and a bibliography. (aj)

AC 001 389 C (SEE AC 000 743 C) WORKING PAPERS ON PROGRAM ORGANIZATION FOR RURAL ADULT EDUCATION IN AUSTRALIA. WITH THE REPORT OF SYDICATE C AND WANGARATTA ADULT EDUCATION CENTER COURSE OFFERINGS (Title supplied) (IN PROCEEDINGS, ANNUAL CONFERENCE OF AUSTRALIAN ASSOCIATION OF ADULT EDUCATION 6th, Canberra, Aug 28-Sept 1, 1966).

TERMS: *rural adult education, *program planning, *programs, *curriculum, *Australia,

ABSTRACT: Six working papers were presented on program organization in rural Tasmania, in West Oxfordshire, in Queensland, in South Australia's Upper Murray district, and in rural Australia. The courses offered in 1965 at the Wangaratta Adult Education Center are listed. The syndicate concluded that a specific study of motivation for adult education in rural areas should be undertaken. (aj)

AC 000 766 C LANGUAGE TEACHING FOR ADULT EDUCATION, PAPERS FROM THE WORKSHOP FOR ADULT EDUCATION LANGUAGE TUTORS. Hanna, Ian, ed. Australian Association of Adult Education, Melbourne. Council of Adult Education, Victoria (Australia). Monash University, Melbourne (Australia). Jun 65 67p.

TERMS: *language instruction, *adult students, *teaching methods, *educational objectives, *audiovisual aids, textbooks, films, tape recorders, tape recordings, language laboratories, workshops, Australia,

ABSTRACT: These papers are concerned with the practical applications of modern language teaching methods to teaching adult education students. Considerable attention has been given to the use of readily available visual and textual materials, and of standard equipment, tape recorders, gramophones and projectors. (aj)

AC 000 171 C LEARNING FOR LIVING, TODAY AND TOMORROW (Proceedings of seminar held at the Adult Education Center, Melbourne, 14 Aug 1965). Council of Adult Education, Melbourne (Australia). Adult Education Association of Victoria, Melbourne (Australia). 33p.

TERMS: *adult education, *educational philosophy, retirement education, adult vocational education,

ABSTRACT: Talks summarized in these proceedings are-- "Learning to make a living," "Living or just existing?" "Learning for living in retirement," and "Learning to live in an unknown tomorrow".

AC 001 091 I UNIVERSITIES AND ADULT EDUCATION (Proceedings of a national conference on adult education, Marton, New Zealand, Sep 30-Oct 2, 1966) 118p.

TERMS: *university extension, *professional training, *research needs, *general education, educational change, historical reviews, comparative analysis, educational trends, professional education, program planning, adult educators, voluntary agencies, management education, technical education, interagency cooperation, New Zealand,

ABSTRACT: Separate conference papers discuss aspects of the practice and theory of university adult education in New Zealand-- (1) variations by Commonwealth nations, especially Ghana and Australia, on the original British pattern of adult education, (2) changes in the organization and content of New Zealand university adult education during 1915-64, (3) problems in organizing and sponsoring liberal adult education, (4) research and training needs viewed in the context of related activity in France, Great Britain, Australia, British Columbia, and the United States, (5) growing needs for university-sponsored vocational and professional courses (refresher courses for technicians, and managerial continuing education), and (6) the increasingly vital role of universities as the source of innovation and intellectual discipline for the whole adult education enterprise in New Zealand. Committee recommendations are set forth for programs of training and research, vocational and professional education, and liberal studies. Document includes the conference schedule and discussion on the separate papers. (ly)

AC 001 523 I (SEE AC 001 521 I) EARLY DAYS IN ADULT EDUCATION, THE TRANSITION FROM ENGLAND TO NEW ZEALAND (IN REWLEY HOUSE PAPERS 1965-66/56-68. Rollason, Bryan. 66 13p.

TERMS: *historical reviews, *adult education programs, *leisure time, *labor education, *immigrants, New Zealand,

ABSTRACT: The British attempted to retain their ties with an older culture as they traveled to New Zealand in the nineteenth century. Passengers who could read taught those who could not with books from the ships' libraries. Several ships had Maoris on board and passengers learned the language, as well as practicing French, Latin, and Spanish and working problems in mathematics and chess. Several passengers kept journals and ships' newspapers were common. To the three motives that inspired the rise of adult education in Britain--the religious, scientific, and political--was added the recreational. Leisure time was growing in importance with shorter working hours and study, a means to alleviate boredom during the voyage, later proved useful to settlers in isolated areas. The mechanics' institutes were transplanted in New Zealand, offering instruction in literature and science, recreational lectures, and, most important, reading rooms. The real purpose of mechanics' institutes--the training of artisans in the principles of science--was never seen in New Zealand and eventually the institutes were absorbed by public libraries. Today adult education in New Zealand is a vital part of the national educational system. A variety of subjects is offered and there are residential seminars and summer schools. A national institution has been built upon foundations established in the nineteenth century. (aj)

AC 001 521 I REWLEY HOUSE PAPERS, 1965-66. 66 108p.

TERMS: *residential centers, *university extension, *adult students, *educational trends, *historical reviews, book reviews, filmstrips, course descriptions, Great Britain, Oxford University,

ABSTRACT: The issue contains the Delegacy for Extra-mural Studies of the University of Oxford annual report (1965-66), the Delegacy's report to congregation, book reviews, courses 1964-65, the Bodleian Library educational film strips, and articles-- "Adult education students," "The changing pattern of adult education," and "Early days in adult education." (The Rewley House Papers are published by Oxford University, Delegacy for Extra-mural Studies, Rewley House, Oxford, England) (aj)

ERIC CLEARINGHOUSE ON ADULT EDUCATION

P U B L I C A T I O N S

BASIC INFORMATION SOURCES

Adult Education Research, BIS-2

Evening College Education, 1967, BIS-1

CURRENT INFORMATION SOURCES

Adult Basic Education, CIS-3

Adult Education in Africa, CIS-12

Adult Education in Asia, Australia and New Zealand, CIS-13

Community Education for Adults, CIS-2

Continuing Education in the Professions, CIS-4

Education for Aging, CIS-14

Higher Adult Education, #1, CIS-1

Higher Adult Education, #2, CIS-11

Human Relations -- Training and Research, CIS-10

Management Development, CIS-5

Methods and Techniques in Adult Training, CIS-7

Programed Instruction in Adult Education, CIS-15

Public School Adult Education, CIS-9

Television and Radio in Adult Education, CIS-6

Training of Adult Education Personnel, CIS-8

OTHER

Adult Education Periodical Holdings

ERIC Clearinghouse on Adult Education

A Model Information System for the Adult Education Profession

ERIC CLEARINGHOUSE ON ADULT EDUCATION

107 RONEY LANE SYRACUSE, NEW YORK 13210 315 476-5541 EXT. 3493

N A T I O N A L A D V I S O R Y B O A R D

CHAIRMAN: Dr. Alexander N. Charters
Vice President for Continuing Education
Syracuse University
Syracuse, New York 13210

S. E. Hand
Director of Continuing Education
Florida State University
Tallahassee, Florida 32306

J. Paul Leagans
Professor of Extension Education
New York State College of Agriculture
Cornell University
Ithaca, New York 14850

Wilson B. Thiede
Professor of Adult Education
University of Wisconsin
1815 University Avenue
Madison, Wisconsin 53706

Gerald H. Whitlock
Professor of Industrial and Personnel Management
University of Tennessee
Knoxville, Tennessee 37916

Carl E. Williams
Staff Associate
Department of Educational Development
National Council of the Churches of Christ in the USA
475 Riverside Drive
New York, New York 10027

Clifford L. Winters, Jr.
Dean of University College
Syracuse University
Syracuse, New York 13210

SECRETARY: Roger DeCrow
Director, ERIC Clearinghouse on Adult Education
107 Roney Lane
Syracuse, New York 13210

ERIC Clearinghouse
MAY 11 1968
on Adult Education